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ABSTRACT

Supporting performance objective 83 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing manuscripts are included in this packet. (The packet is the tenth in a set of fifteen on typewriting--CE 016 920-934.) The packet includes four learning activities and a check-out activity consisting of an edited rough draft copy of a manuscript with footnotes and instructions for style and binding. Also included in the packet is an instructor's evaluation guide for the activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet--CE 016 911--lists contents for the fifteen packets in this set along with those in several other sets--seventy-eight packets in all--based on the same V-TECS catalog.) (JT)

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TYPING MANUSCRIPTS

GENERAL MANUAL

Prepared by

Mrs. Jane Snapp

These materials support
Performance Objective 83 of the
V-TECS Secretarial Catalog

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INTRODUCTION

Manuscripts are a formal means of recording information. Since manuscripts are considered to be a formal means of written business communication, the rules of grammar that apply to the writing of business letters will also apply to the production of manuscripts. You may need to review the grammar rules in your English textbook or office reference manual before attempting to type a manuscript.

There are several styles in which a manuscript may be typed. The style you choose for a manuscript may depend on the preference of your employer, the style required by the company's Procedures Manual, or the choice of style may be up to you. Since you may have to make this important decision at some time in your career, you must be familiar with the different styles of manuscripts so you can wisely select the appropriate style for the purpose.

PERFORMANCE OBJECTIVE

Given edited, rough-draft copy of a manuscript with footnotes, instructions for style and binding, and required supplies, you will type the manuscript in specified format. A checklist will be used to rate your performance. At least 85% of the applicable items must receive an acceptable rating.

PERFORMANCE GUIDE

1. Select appropriate supplies.
2. Make necessary typewriter adjustments.
   a. set margins
   b. adjust line space regulator
   c. set appropriate tabs
3. Type the copy in designated manuscript form for appropriate type of binding (top, side, or unbound as specified).
4. Proofread carefully, correct all errors, then remove the page from the typewriter.

LEARNING ACTIVITIES

1. Under the supervision of your instructor, you should review the following references to provide the necessary knowledge required to properly type the different parts of a manuscript:

   (a) House, Clifford, R. and Apollonia M. Loebele. *Reference Manual for Office Personnel.* 5th ed. Cincinnati: South-Western Publishing Co., 1970.

   (b) Von der Porten, Edward P. *Write In Style: A Guide to the Short Term Paper.* Logan, Iowa: The Perfection Form Company, 1976. (Zip Code mailing address: 51546)

   (c) other references may be style manuals for research papers, typing textbooks, English textbooks, office procedures textbooks, or any other reference materials available in the department supplied by the instructor

2. Review the transparencies prepared by the Office of Vocational Education, State Department of Education, Columbia, SC 29201. *Vocational Typewriting Transparencies*, SET II, 7/9/73-74.

3. Once you have reviewed the different reference materials and transparencies and have become familiar with the styles and production of manuscripts, practice typing the different parts of a manuscript using problems from your textbooks. Be sure that you type at least one each of the following parts of a manuscript:

   (a) body
   (b) footnotes (if typed separately from the body)
   (c) bibliography
   (d) title page
   (e) table of contents
   (f) outline
   (g) any other section required by the instructor

4. The instructor will demonstrate the correct procedure for preparing footnote and bibliographical entries if you will be responsible for these items during the course of this unit. Otherwise, the instructor will have the footnote and bibliographical entries prepared for you to type.

CHECKOUT ACTIVITY

Using the manuscript entitled "Influences on Vocational Choice of Females," type the manuscript in proper manuscript format placing footnotes at the bottom of each page. The footnotes are indicated by a name and date. Refer to the appropriate bibliographical entry to formulate the footnote entry. Replace the name and date with the appropriate footnote number.

Use a page line gauge to aid in placing the footnotes. Type the manuscript in left bound format. Prepare a title page and bibliography and contents page.

You will need typing paper, a typewriter, and correction materials.

INFLUENCES ON VOCATIONAL CHOICE OF FEMALES

Jane Snapp
December 6, 19--

Human Growth & Development
~~Education~~ Edu 705
Dr. Dolly

INFLUENCES ON VOCATIONAL CHOICE OF FEMALES

Using a questionnaire composed of 14 specific questions with 50 possible answers, I have attempted to point out certain influences that affect the vocational choice of 140 young women at the senior high school level. The textbook, *Child Development and Personality*, states that our society is one in which much pressure is placed on an individual during adolescence concerning the choice of a vocation. This study indicates some problems a female faces pertaining to her sex in vocational decisions.

The majority of women may, as the textbook states, identify their adult role as primarily housewife and mother and assume less commitment to a vocational goal than do males. The fact remains, however, that many women are responsible for making a living due to their marital status. According to 1971 statistics (The Official Associated Press Almanac, 1973), 22.5 percent of the female population are single, 2.4 percent are separated, and 3.6 percent are divorced. These statistics show that approximately 28.5 percent of the female population will at some time be responsible for their own livelihood and possibly that of dependents.

The following percentages are based on selected groups of answers provided in 135 completed questionnaires:

(1) Have you given any serious consideration to the career you may follow after high school graduation? Yes 84% No 16%. The majority of females in the "No" group hoped to be married after graduation and others indicated that they did not have any special talents that could be developed as a vocation. The "Yes" group indicated that their vocational choice met some need in their self-concept and/or met some predetermined set of values. (Samuel H. Osipow, 1968).

(2) Do you think your choice of a job would be different if you were a male? Yes - 70% No - 30%. Many vocational choices are made based on feminine versus masculine sex roles. The chosen job may be one which identifies the individual as a male or female to satisfy the sex identification requirements. (David V. Tiedemon and Robert P. O'Hara, 1963).

(3) As a female you could not follow the vocation you would choose as a male because of: social pressures–54%; physical reasons–42%; psychological reasons–20%; emotional reasons–15%. Many characteristics of the female affect the vocational choice. Vocational interests tend to follow

physiological and psychological capabilities that provide satisfaction and that correlate to established patterns of sex identification. (Marguerite W. Zapoleon, 1961). Also, many females are influenced by women who teach that because one is a female certain restrictions (physical, intellectual, emotional, etc.) are to be expected that decrease the aptitude for specific "masculine" jobs. For some, the significance of working outside the inherited social class produces restrictions on certain vocational decisions, because the person may have to face rejection by the society being left or by the different social realm being entered. (Ann Roe, 1956).

(4) Do you think that it is necessary for a female to continue education after high school? Yes–90% No–10%. My vocational choice is based on the vocation of one of my parents – Yes 6%. These questions were used to determine the strength of parental influences on decisions that will be made by the individual. It was found that 75% of the girls agreed with their parents that higher education is important, 9% agreed that it was not important for a female, and 16% did not agree with their parents on the question of higher education for females. Some girls (6% of this group) wish to enter the work of their parents, either to satisfy the personal expectations of their parents, inheritance factors, or imitation drives. (Donald G. Zytowski, 1968).

(5) I would like to raise my standard of living (or social class) through my job–based on prestige and salary–or through a job where I could meet eligible men–42% answered affirmative. The role attractiveness of a job is dependent on what a person wishes to gain. In this case, the question was whether the female was interested in increasing her status directly through a job or indirectly by marriage. Many vocational decisions of females are based on these two questions. (Donald G. Zytowski, 1968).

INFLUENCES ON VOCATIONAL CHOICE OF FEMALES

Career Questionnaire

1. Have you given any serious consideration as to the career you may follow after high school graduation?

   ___Yes ___ No

2. If the answer is Yes, what career are you interested in at the moment? _____

3. If your answer is No, what career has been brought to your attention during the last few weeks that ~~strikes your fancy~~ interests you? _____

4. Are you ~~taking~~ enrolled in any courses at present that are related to your vocational choice?

   ___Yes ___ No

5. Do you think your choice of a job would be different if you had been a male?

   ___Yes ___ No

6. If you were male, what job do you think would appeal to you most?_____

7. As a female, do you think that there is any possibility that you could follow the vocation that you named in the question No. 6?

   ___Yes ___ No

8. If not, is it due to:

___social pressures—it is a male role not suitable for a female
___physical reasons—you would not be strong enough for this job physically
___psychological reasons—you could not withstand the pressures and strains of such a masculine job
___emotional reasons—you would become too emotionally involved or could not remain objective enough in your decisions

9. What person would you say has had the most influence on your vocational decision?

___mother
___father
___a friend of the same sex
___a friend of the opposite sex
___a teacher
___a relative
___other specify _____

10. Do you think that it is necessary for a female to continue education after high school?

    ___Yes ___ No If not, state your reason_____
    _____

11. Do your parents feel that it is important for you to continue your education beyond high school?

    ___Yes ___ No

12. If yes, do they want you to:

___attend vocational school
___enter a two-year college
___enter a four-year college
___prepare for a specialized vocation (such as beauty school, nursing, etc.)

13. Check the reasons below that represent your attitudes concerning working women. (You may check more than one)

___they should work only to provide extras for the family
___it is their duty to work to help pay for the necessities, everything is so expensive these days
___it is okay for a wife to work when she is helping her husband through school
___it is important for a woman to be her own person and develop her interests as an individual
___a wife needs to be an independent person who does not have to rely on her husband for pocket money; there are some decisions a married woman should make on her own initiative

14. Check all of the following statements that are applicable to you:

___my vocational choice is based on the vocation that my mother is involved with
___my vocational choice is based on the vocation that my father is involved with
___my parents will expect me to take over the business when they retire(if they are self-employed)
___I'm not really interested in the vocation my parents have chosen for me
___I would like a job that would raise my standard of living and put me in a higher social class
___I plan to marry as soon as I graduate from high school
___I would like to work in a place where I could meet eligible men who are well off financially
___I feel that the vocation I have chosen is a feminine one
___I feel that the vocation I have chosen is a masculine one
___I have a special talent that I hope to put to use in the vocation that I choose
___I have no special talents, but hope to develop one after graduation
___I have known since I was a child what I wanted to be when I grew up
___I am looking forward to getting out of school and earning my own living
___I would prefer to remain dependent on my parents or get married right after high school so that I would have a husband to support me
___I expect to work after marriage

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Name _____

Instructor's Evaluation Guide
for
TYPING MANUSCRIPTS

PERFORMANCE CRITIQUE:

Excellent . . . . . ___
Good . . . . . ___
Fair . . . . . ___
Needs Improvement . . . ___

ACTIVITY — CHECK-OUT ACTIVITY	Evaluation: Acceptable	Unacceptable
1. Used correct spacing (single, double, and triple where appropriate).		
2. Used appropriate top margins.		
3. Used appropriate side margins.		
4. Used appropriate bottom margins.		
5. Corrected all errors neatly.		
6. Typed all footnotes correctly.		
7. Inserted page numbers properly.		
8. Used correct format for headings and subheadings.		
9. Indented paragraphs appropriately.		
10. Typed title page correctly.		

Name _____

PERFORMANCE CRITIQUE:

Excellent . . . . . ___
Good . . . . . ___
Fair . . . . . ___
Needs Improvement . . . ___

Instructor's Evaluation Guide
for

Typing Manuscripts, continued

ACTIVITY — CHECK-OUT ACTIVITY	Evaluation	
	Acceptable	Unacceptable
12. Typed list of tables correctly.		
13. Typed bibliography correctly.		